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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2008 question paper

0470 HISTORY

0470/01 Paper 1, maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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International Examinations

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APPLICATION OF THE MARK SCHEME

1 Use of the Mark Scheme

1.1 It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.

1.2 Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.

1.3 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response.

1.4 Be consistent from script to script and from batch to batch.

1.5 Indicate that all answers have been seen.

1.6 Do not transfer marks from one part of a question to another.

1.7 If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.

1.8 Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.

1.9 **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**

1.10 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2 Marking

2.1 All marking should be in red.

2.2 The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.

2.3 At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.

2.4 The total mark for each question should be transferred to the front page of the script. The marks for the three questions should be totalled and indicated. The final total for the script should then be circled.

2.6 It is not necessary to tick the body of an answer and examiners should refrain from doing so.

2.7 Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

3 Assessment Objectives

3.1 The Assessment Objectives being tested in each part of a question are:

(a) recall, description

(b) recall, explanation

(c) recall, explanation and analysis.

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SECTION A – CORE

1 (a) What were the March Laws of 1848 in Hungary?

Level 1 General answer [1–2]

e.g. 'Laws adopted by Hungary.'

Level 2 Describes what they were [2–5]

e.g. 'Laws pushed forward by the dominating liberals.'
'They made the Hungarian Government responsible to the Hungarian Diet in Budapest and not the Imperial Government in Vienna.'
'They abolished serfdom.'
'They introduced religious freedom and abolished press censorship.'
'There was equality for all in the eyes of the law.'
'The National Guard was formed to defend Hungary's new found freedom.'

(b) Why was Charles Albert unsuccessful against Austria in 1848–49?

Level 1 General answer [1]

e.g. 'He was let down by his supporters.'
'He was indecisive.'

Level 2 Identifies why [2–4]

e.g. 'The Piedmontese army moved slowly.'
'The Austrians re-grouped.'
'He delayed his decision too long.'
'His army was left short of men.'

Level 3 Explains why [4–7]

e.g. 'Charles Albert delayed too long in deciding to take action waiting for the results of the Lombard plebiscite.'
'The slow movement of the Piedmontese army gave the Austrian forces an opportunity to get reinforcements.'
'He was promised support from the people of Lombardy but this failed to materialise.'
'The Pope sent an army but then withdrew support.'

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(c) 'During 1848, revolution was more successful in France than in Hungary.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Neither was successful.'

Level 2 Identifies impact [2–3]

e.g. 'The revolutions provided lessons for the governments and their opponents.'
'The clash of aims made success impossible.'
'Demands were initially agreed to and then power regained.'
'Popular enthusiasm was short-lived.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'In France the monarchy fell and socialists and republicans formed a provisional government giving the vote to all men over 21. Louis Napoleon became President and then assumed the power of dictator. The power of the new legislative body was severely limited. Napoleon III set about improving Paris by clearing slums, building sewers and providing piped fresh water. France was modernised – up to date farming methods, railways built and educational standards improved.'

'At first the revolution in Hungary looked as though it would be a success but the Magyar nationalists fought the Croat nationalists instead of joining together to win their independence from Austria. As a result the revolution led by Louis Kossuth was brutally suppressed.'

Longer term the brief period of Magyar rule was not in vain. By 1867 Magyar was the official language of Hungary, the Diet had regained much of its old importance and the March Laws were accepted. Hungary was now an equal partner with Austria.

'The liberals and nationalists wanted Austrians out of Italy for good. Charles Albert did not get the expected support and as a result he was heavily defeated. The Pope was driven from the Holy City. Charles Albert was defeated again and abdicated and Venice captured by Austria.'

Level 5 Explains with evaluation of 'how successful' [7–8]

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2 (a) Describe the revolutionary events in Berlin during March 1848

Level 1 General answer [1–2]

e.g. 'There was unrest.'
'The King rode around the streets on horseback.'

Level 2 Describes the events [2–5]

e.g. 'Unrest led to a clash with the military on the 14th March.'
'On the 18th March a mob gathered in front of Berlin Castle believing the King was to make some liberal reforms.'
'It is not clear if they were grateful or angry.'
'The troops appeared to disperse them and this fuelled their anger.'
'Shots were fired and civil war broke out.'
'There was street fighting and barricades were drawn up.'
'The King agreed to withdraw the troops if the barricades were removed.'

(b) Why was the Frankfurt Parliament not successful in dealing with the issue of Austria?

Level 1 General answer [1]

e.g. 'It could not settle differences.'
'It wasted time on less important matters.'

Level 2 Identifies why [2–4]

e.g. 'There was a split in the views of who should lead.'
'The political issues were not sorted out.'
'The selected leader rejected the Imperial Crown.'
'Its organisation was a shambles.'

Level 3 Explains why/argues it did not fail [4–7]

e.g. 'It wasted time debating fundamental rights and boundaries rather than dealing with the Austro-Hungarian Empire when it was in disarray dealing with revolutions in Italy and Hungary.'
'The delegates split into two main groups over the issue of whether Austria was to be included.'
'It was a decision between Austria becoming leader or Prussia.'

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(c) How important was Bismarck to the unification of Germany? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Bismarck did not set out to unify Germany.'

Level 2 Identifies why [2–3]

e.g. 'The development of an integrated economy.'
'There were high rates of economic growth.'
'Industrial towns grew.'
'Austria was not developing economically.'
'Bismarck funded the army.'
'His foreign policy was planned.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. Bismarck
'He came to power in 1862 and immediately resolved the issue of extra taxes to pay for the army. This made the Prussian army the strongest in Europe.'
'By his actions he gained the support of the Russians which prevented them from intervening in the wars with Denmark, Austria and France.'
'The troops from different areas of Prussia had fought alongside the North German Confederation and after their successes had agreed to join other German states in a new federation.'
'Following the attempt to make Schleswig part of Denmark Bismarck joined with Austria in sending a combined army. Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia but they could not agree and the territories were split. Some think Bismarck deliberately agreed so that it would be easier to pick a quarrel with Austria.'
'Whilst Molke and the other generals were mobilising their forces, Bismarck came to an agreement with Italy which would result in Italy attacking Austria and keeping a large part of the Austrian army pinned down in the event of war between Austria and Prussia. He got a promise of French neutrality and relied on Russian and British neutrality. With this control he picked a war with Austria.'
'Austria was defeated within 16 days. He cleverly agreed an acceptable and lenient peace to ensure no lasting bitterness. With increased territory he was acclaimed a hero in Prussia as those wanting unification were delighted with the Treaty of Prague.'
'France was trying to gain territory and was goaded into war by Bismarck. The result was inevitable. William I was appointed 'Deutscher Kaiser' and crowned at Versailles. The German states joined with the North German Confederation in a new federation under the leadership of Prussia. Unification had been achieved.'

'Bismarck was highly intelligent with an unscrupulous view of politics and state affairs. He boasted that force of arms was more important than the negotiating table. He used his negotiating skills in peace agreements such as after the victory against Austria.'

Economic Factors
'The Zollverein helped to integrate the economies of north and central Germany.'
'There was rapid economic growth using the natural resources of coal and iron ore and this fuelled high rates of economic growth.'
'This economic growth stimulated the growth of industrial towns such as Essen.'
'Prussia was growing in economic strength, whilst Austria was not.'

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Nationalism

'By the 1850s many of the middle-classes were rediscovering an appetite for national politics such as the National Society and these emphasised their common German identity.'

'In Italy nationalism was not as strong and there were no national institutions and yet unification was achieved. This gave heart to German nationalists.'

'Napoleon III was claiming to be leader of Europe. And many Germans feared he would move against them. This fear made them more willing to consider uniting against the danger.'

Level 5 Explains with evaluation of 'how important' [7–8]

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3 (a) What was the Dred Scott decision?

Level 1 General answer [1–2]

e.g. 'A decision about slavery.'
'A case brought by abolitionists.'

Level 2 Describes decision [2–5]

e.g. 'A slave was taken from a slave state to free states and claimed he was free from slavery.'
'The courts said as a slave he was not a citizen of the US and as he was not a citizen he could not seek the benefits of the courts.'
'Residency in a free state did not free him from slavery in his home state.'
'It ruled that the Missouri Compromise was against the Constitution as it deprived an owner of his property.'

(b) Why was slavery an issue in American politics before the Civil War?

Level 1 General answer [1]

e.g. 'Some did not want change.'

Level 2 Identifies why [2–4]

e.g. 'The north was against, the south was for, slavery.'
The number of free states was increasing.'
'In the south it was felt that slaves were required.'

Level 3 Explains why [4–7]

e.g. 'The issue became explosive when the northern states tried to prevent the extension of slavery into new states opened up by western settlers.'
'The southern states opposed this since they were afraid the slave states would soon be outnumbered by free states.'
'The south wanted to preserve the traditional freedom of the states. They opposed strong central government by Washington.'
'It was claimed it was impossible to run cotton or tobacco plantations economically without slaves.'
'Owning slaves gave a sense of prestige and social position and pro-slavery supporters used biblical references to support slavery such as God had decreed their station in life.'
'The Missouri Compromise over whether it should be or not be a slave state caused much argument. In the end it was admitted as a slave state but a dividing line between north and south was established.'
'A principle of self-determination was allowed in relation to Kansas and Nebraska. This resulted in violence and caused a split in the main parties with the formation of the Republican Party dedicated to resist the expansion of slavery.'
'The Dred Scott decision infuriated the abolitionists and hardened the attitude of many northerners against the south. It also strengthened the new Republican Party.'

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(c) 'How far did Reconstruction fail? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Problems were not overcome.'

Level 2 Identifies impact [2–3]

e.g. 'Initial representation did not happen.'
'Governments were elected by universal suffrage.'
'Carpet baggers took advantage.'
'Southerners took the law into their own hands.'

Level 3 Explains success OR failure [3–5]

Level 4 Explains success AND failure [5–7]

e.g. 'President Lincoln thought it was a presidential concern. He wanted to restore the Union as quickly as possible. In partially re-conquered areas he installed military government until enough citizens showed allegiance and accepted the abolition of slavery. The radicals were against, as they wanted a harsh settlement through confiscation of land. They believed the ex-slaves should have the same rights (vote) as white Americans. They feared a Democratic Party triumph. This caused the Wade-Davis Bill which Lincoln tried to veto but failed.'
'The Union victory preserved the Union but the South was treated with 'malice' and the wounds remained open well into the twentieth century.'
'Johnson's policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington. But Congress was controlled by hardliners, radical Republicans who wanted to punish the South.'
'The hardliners prevented Confederate representatives from taking their seats. This gave them a huge majority and they were able to pass laws they saw fit.'
'The Basic Reconstruction Act of 1867 allowed military governors to form governments elected by universal suffrage but Confederate leaders were disqualified from voting and old Confederate politicians could not stand for office.'
'Carpet-baggers and scalawags were able to take control of the state governments in the Deep South and impose their wishes which were often corrupt and spendthrift. This affected the peoples of the South who were trying to restore their towns and plantations to their former prosperity.'
'Southerners took the law into their own hands through the Ku Klux Klan who intimidated ex-slaves and dealt with the scalawags and carpet baggers.'
'By 1877 the white peoples of the southern states controlled their state governments. Treatment of blacks did not improve, the old prosperity had gone and many plantation holders were left bankrupt.'

Level 5 Explains with evaluation of 'how far' [7–8]

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4 (a) Describe Perry's missions to Japan.

Level 1 General answer [1–2]

e.g. He was an important person in the American navy.'
'He wanted to help improve trade.'

Level 2 Describes expeditions [2–5]

e.g. 'The Americans wanted a base for their trading ships to take on provisions and Japan was ideal.'
'An armed naval mission under Perry was sent to negotiate with the Shogun.'
'The Japanese view was not to agree and drive America away using force.'
'In 1854 Perry returned and signed the Treaty of Kanagawa.'

(b) Why were the treaties signed by Japan in the middle of the nineteenth century called 'unequal treaties'?

Level 1 General answer [1]

e.g. 'Because it affected Japan.'

Level 2 Identifies why [2–4]

e.g. 'Japan was not treated favourably.'
'Foreigners lived under their own laws, not those of Japan.'
'Foreign goods could be sold in Japan.'
'Foreigners were hated.'

Level 3 Explains why [4–7]

e.g. 'Foreigners lived under their own laws, not those of Japan. If they committed a crime they were tried according to the laws of their own countries.'
'The Japanese were unable to control the tariffs levied on goods coming into their own country. The tariffs were to be kept at a low level to encourage trade.'
'All the countries, including the United States got the benefit of the extra terms agreed by other nations.'
'Many feared that foreigners might have an effect on language, heritage and culture.'

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(c) How far was the removal of the feudal system responsible for the modernisation of Japan? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Fully because it had become very powerful.'

Level 2 Identifies ways [2–3]

e.g. 'They had abolished feudalism.'
'They had become more democratic.'
'Their armed forces were now very well trained.'
'Education was seen as important.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'They abolished feudalism:
this allowed the formation of one army rather than individual ones;
semi-independent governments became one strong government based in Tokyo;
the privileges of the Samurai were abolished. This resulted in uprisings but the Samurai were defeated.'
'Constitutional change:
At first any criticism of 'democracy' was met by tighter control and press censorship;
Views were expressed for an elected assembly and following visits to Europe a constitutional monarchy was introduced. However the Emperor continued to hold significant power over the appointment of ministers;
First elections were held in 1890 but friction remained particularly over the passing of the budget.'
'Social changes:
Western clothing was adopted;
Gas lighting introduced as well as electricity;
Education became compulsory with traditional Japanese skills taught alongside Western learning. Japanese students were sent to foreign universities.'
'Economic changes:
'Some modernisation took place in farming but there was still much poverty in the countryside;
many new factories were opened with government money such as shipbuilding and textile mills but the government soon sold these to private investors because of increasing costs.'
'Military Changes:
They bought British warships and had their officers trained by the Royal Navy;
Conscription was introduced in 1873 and by 1894 the Japanese army was equipped with modern arms and was highly efficient.'

Level 5 Explains with evaluation of 'how far' [7–8]

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5 (a) What military restrictions did the Treaty of Versailles impose on Germany?

Level 1 General answer [1–2]

e.g. 'Germany's armed forces were greatly reduced.'

Level 2 Describes restrictions [2–5]

e.g. 'The army was limited to 100,000 men. (1) There was to be no conscription. (1)
'Germany was not allowed tanks, submarines or military aircraft.' (One mark for 1; two marks for all three)
'The navy could only have six battleships (1) and was limited to 15,000 men.' (1)
'They could not put troops in the Rhineland.' (1)

(b) Why did the 'Big three' disagree over how to treat Germany?

Level 1 General answer [1]

e.g. 'The 'Big Three' were Wilson, Lloyd George and Clemenceau.'
'They were from different countries with different ideas.'

Level 2 Identifies why [2–4]

e.g. 'Wilson wanted to use the Fourteen Points.'
'Clemenceau wanted security.'
'The French wanted revenge.'
'Lloyd George wanted to protect British interests.'

Level 3 Explains why [4–7]

e.g. 'Wilson had his 'Fourteen Points'. He wanted these to be the basis for peace. At Versailles he was forced to compromise as others were less idealistic.'
'He was weakened by lack of support back home.'
'Clemenceau wanted France to be secure from future German attacks. This meant weakening Germany and reducing its military strength.'
'The French wanted revenge on Germany for the destruction the war had caused.'
'Lloyd George wanted to protect British interests but was aware that treating Germany too harshly would store up trouble for the future.'
'He had however promised the British people that he would 'squeeze the German lemon until the pips squeaked.'

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(c) How far could the Treaty be justified at the time? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'At the time it was the best that could be achieved.'

Level 2 Identifies justification [2–3]

e.g. 'The Treaty of Versailles could have been harsher.'
'The T of V failed to encompass the Fourteen Points.'
'The T of V was acceptable to people in Britain and France.'
'They blamed the wrong people.'
'Germany had to be punished.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'Many think a reasonable job was done as the problems faced were very complex with strong demands for the Treaty to be even harsher against Germany as Germany had forced a much harder peace on Russia under the Treaty of Brest-Litovsk.'
'In the Armistice, the Germans agreed to reductions in their armed forces, losses of territory and the principal of reparations. They should not have been surprised when these were included in the peace treaty.'
'Many at the time though it was about right. A more generous treaty would not have been acceptable to the people of Britain and France who wanted compensation for loss of lives and damage.'

'The treaties left Germany very bitter and determined to get revenge. Germany could not defend themselves and were open to political unrest.'
'The Treaty punished the ordinary German people rather than those responsible. Would it have been better to keep Germany relatively happy with the rise of Communism in Russia?'
'It was wrong to put the sole blame on Germany as other countries had followed aggressive imperialism including Britain and France.'

Level 5 Explains with evaluation of 'how far' [7–8]

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6 (a) Describe the work of the Agencies of the League of Nations.

Level 1 General answer [1–2]

e.g. 'Identifies Agencies, e.g. the International Labour Organisation (ILO), the Mandates Commission, the Minorities Commission, the Refugees Committee, the Slavery Commission, the Health Committee.'

Level 2 Describes the work [2–5]

e.g. 'The Mandates Commission made sure that Britain and France acted in the interests of the people of that territory, not their own interests.'
'The Refugees Committee helped to return refugees to their original homes after the end of the war.'
'The Slavery Commission worked to abolish slavery around the world.'
'The Health Committee attempted to deal with the problem of dangerous diseases and to educate people about health and sanitation.'
'The ILO met once a year. Its aim was to improve working conditions throughout the world trying to get member countries to adopt its suggestions.'

(b) Why was the structure of the League a weakness?

Level 1 General Answer [1]

e.g. 'It was too idealistic.'

Level 2 Identifies why [2–4]

e.g. 'Not all nations were members.'
'It had to rely on collective security.'
'It was dominated by Britain and France.'
'It was too slow to take action.'
'Decisions had to be unanimous.'

Level 3 Explains why [4–7]

e.g. 'Not all nations were members of the League. The USA never joined and this deprived the League of the support of the most powerful nation in the world.'
'The defeated nations, like Germany, were not members at first. Other nations, such as Japan, left when they got into disputes with the League.'
'The League had no armed forces of its own. It relied on collective security. Too often this meant nations looking to the League to take action when they weren't willing to act themselves.'
'The League was dominated by Britain and France but they never agreed on how powerful it should be or how it should operate.'
'The League was too slow to take action. All decisions, in the Assembly and Council, had to be taken unanimously.'
'The League was too idealistic. It was unrealistic to expect nations to obey the League without giving it the power to enforce its will.'
'All member states had equal voting rights. All decisions in Assembly and Council had to be unanimous. This was fine when members agreed with each other, but not when they disagreed.'

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(c) How successful was the League of Nations in dealing with disputes in the 1920s and 1930s? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was not a success as war broke out again.'

Level 2 Identifies impact [2–3]

e.g. 'It had some success with smaller nations.
'It had success over the Aaland Islands.'
'It failed over Corfu.'
'It failed over Abyssinia.'

Level 3 Explains successes OR failures [3–5]

Level 4 Explains successes AND failures [5–7]

e.g. 'The League was at its best when dealing with small nations in the early 1920s as they were willing to accept the League's authority. War was averted over the Aaland Islands as Sweden accepted the League's ruling.'
'Another example of success in the 1920s was in Upper Silesia. Both Germany and Poland wanted control and in 1920 a plebiscite was organised. French and British troops kept order. The result was that the industrial areas voted mainly for Germany and rural areas for Poland. The League divided the region along these lines and built in many safeguards to avoid future disputes.'

'Even in the 1920s the League was not always successful. It showed over Corfu that it was not willing to confront a major power and was weak and useless over Vilna as it saw Poland as helpful against Germany and Russia.'
'The Manchurian and Abyssinian crises destroyed the idea of collective security by demonstrating that League members would not act together firmly in the face of determined aggression. This also destroyed the credibility of the League as a peacekeeping organisation.'
'In Manchuria the weakness of the League was highlighted by the fact that it took almost twelve months for Lytton to report. Japan was deemed responsible by refused to obey the League and left it.'
'In Abyssinia the League failed to impose meaningful sanctions on Italy and also failed to close the Suez Canal. Britain and France did not want to upset Mussolini.'

Level 5 Explains with evaluation of 'how successful' [7–8]

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7 (a) What did the Geneva Agreements of 1954 decide about the future of Vietnam?

Level 1 General answer [1–2]

e.g. 'It decided about territory.'
'It decided about control.'

Level 2 Describes the Agreements [2–5]

e.g. 'Vietnam should be split along the 17th parallel.'
'Vietminh forces would pull out of South Vietnam and French forces would pull out of North Vietnam.'
'North Vietnam would be controlled by Ho Chi Minh. South Vietnam would be ruled by Ngo Dinh Diem.'
'Free elections would be held in Vietnam by July 1956 to decide how the country would be re-unified.'

(b) Why did Johnson increase American involvement in Vietnam?

Level 1 General answer [1]

e.g. 'To offer protection.'

Level 2 Identifies why [2–4]

e.g. 'To be re-elected.'
'To enforce American policy.'
'A warship was attacked.'
'He was given power Congress.'

Level 3 Explains why [4–7]

e.g. 'South Vietnamese commandos helped by the US warship Maddox attacked North Vietnamese radar stations. The Maddox was then attacked by three North Vietnamese torpedo boats. There were no losses. The captain of the Maddox then reported he had been attacked. As an election was imminent Johnson wanted to get tough on communism. Johnson ordered American planes to bomb North Vietnam naval bases.'
'In August 1964, Johnson told Congress that an attack had taken place and Congress gave him power to do 'any thing necessary' to defend freedom in South East Asia.'
'In February 1965 the Vietcong attacked American air bases. Johnson ordered 'operation Rolling Thunder' and in March sent American soldiers to protect American air bases.

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(c) How successful was American foreign policy towards Cuba and Vietnam? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Not very as they failed to achieve what they wanted.'

Level 2 Identifies success AND/OR failure [2–3]

e.g. 'It failed as Cuba remained Communist.'
'It was successful in Cuba as war was averted.'
'It failed as Vietnam returned to Communism.'

Level 3 Explains success OR failure [3–5]

Level 4 Explains success AND failure [5–7]
(To gain 7 marks candidates must use both Cuba and Vietnam.)

e.g. 'The US foreign policy in Cuba was not successful as despite various efforts such as the Bay of Pigs and the withdrawal of trade, Cuba remained a Communist country dependent on Soviet aid and protection.'
'The US policy in Cuba was successful as Kennedy increased his reputation at home and worldwide by avoiding war and forcing Khrushchev to back down. This was the beginning of Khrushchev's fall from power.'
'The US policy of containment failed in Vietnam and the Truman Doctrine ended. Vietnam was reunified as a communist country followed by Communist take-overs in Cambodia and Laos. Thousands of veterans suffered psychological effects.'
'Following the US withdrawal superpower relations improved and Cold War tensions began to ease.'

Level 5 Explains with evaluation of 'how successful' [7–8]

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8 (a) Describe events in Hungary in October and November 1956

Level 1 General answer [1–2]

e.g. 'There was fighting.'

Level 2 Describes events [2–5]

e.g. 'Gero was replaced by Nagy.'
'The Soviet tanks withdrew but Nagy announced that Hungary was to leave the Warsaw Pact and that there would be free democratic elections.'
'The troops and tanks returned but the Hungarians fought back.'
'In two weeks of fighting, 25,000 Hungarians were killed.'
'Hard-line Soviet control was re-established under Kádár and Nagy was captured and hanged.'

(b) Why did Warsaw Pact forces invade Czechoslovakia in 1968?

Level 1 General answer [1]

e.g. 'Changes were taking place.'

Level 2 Identifies why [2–4]

e.g. 'Dubcek had introduced reform.'
'Soviet leaders thought the ideas would spread.'
'Soviet control was threatened.'

Level 3 Explains why [4–7]

e.g. 'The Czechoslovakian Communist Party decided reforms were needed and appointed Dubcek Party Secretary. Dubcek's aims were to improve the standard of living and give the people more freedom and to do this brought in a series of reforms including less state control, free elections and the end of press censorship.'
'Soviet leaders feared that there would be further demands for even more freedom in Czechoslovakia. If granted people in other Eastern European states would make demands. This might destroy the rule of the Communist parties in these countries and in the end Soviet control.'
The USSR feared that Czechoslovakia would ally with Yugoslavia, who had refused to join the Warsaw Pact and Romania and would no longer attend meetings of the Pact.'
'Czechoslovakia was too important to the security of the Soviet Union to allow any change as it was the one country which had borders with both West Germany and the USSR.'

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(c) How far were the policies of Gorbachev responsible for the collapse of Soviet control over Eastern Europe? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes he was because he was in power.'

Level 2 Identifies reasons [2–3]

e.g. 'The economy of the Soviet Union was failing.'
'He introduced reforms.'
'He made links with the West.'
'Communist countries were no longer dominated.'
'USSR was broken up.'
'He introduced 'perestroika' and 'glasnost'.'
'Solidarity was responsible more than Gorbachev.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'Gorbachev proposed many changes that the hard-line communists found difficult to accept. He was unpopular because his economic reforms did not work as they expected too much too quickly. Corruption ran too deeply for the changes to happen. His withdrawal of Red Army support for other communist countries resulted in one by one the communist governments coming to an end.'
<u>The role of Gorbachev can be highlighted by:</u>
'Gorbachev proposed that the Soviet economy should be improved by "perestroika" – restructuring, including capitalist practices.'
'There should be more "glasnost" – openness to restoring faith in government and end corruption. People who criticised the government should no longer be persecuted.'
'He proposed a cut back in money spent on the arms race and signed a treaty with the USA.'
'Communist governments in Eastern Europe could no longer expect support from the Red Army.'
<u>The Soviet Union was also in crisis, and needed change, because:</u>
'There was much corruption with many Party members living in luxury whilst the workers were living in poverty.'
'The people no longer had faith in their government as they saw the West getting richer.'
'Industry and agriculture were not efficient and there was the need for expensive imports.'
'Large sums of money were being spent on defence at the expense of many citizens living in poverty. An expensive war was being fought in Afghanistan.'
'The Solidarity movement showed that if people stood together against oppression it was difficult to deal with.'

Level 5 Explains reasons with evaluation of 'how far' [7–8]

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9 (a) Describe the occupation of the Ruhr in 1923.

Level 1 General answer [1–2]

e.g. 'Troops came into the Ruhr.'

Level 2 Describes the occupation [2–5]

e.g. 'Germany failed to pay its reparations.'
'Troops from France and Belgium entered the Ruhr.'
'Belgium and France wanted to take goods.'
'German workers went on strike bringing production to a halt.'
'A number of strikers were shot.'
'The government called for passive resistance (non co-operation) with French and Belgian troops.'

(b) Why was there hyperinflation in Germany in 1923?

Level 1 General answer [1]

e.g. 'Because of government actions.'

Level 2 Identifies why [2–4]

e.g. 'The government printed worthless money.'
'The reparations imposed on Germany affected the economy.'
'There was nothing with which to trade.

Level 3 Explains why [4–7]

e.g. 'The occupation of the Ruhr had disastrous effects. The German government had to print money to pay the strikers' wages. This increased inflation.'
'The situation had come about from 1921. Large quantities of goods were sent to Belgium and France. As a result there were not enough goods in Germany and so prices rose making inflation worse.'
'The Treaty of Versailles said that Germany had to pay reparations. These were later fixed at a very high figure putting an extra burden on the German economy that was being rebuilt after the war.'
'As it had no goods to trade the government simply printed more money. The government and the great industrialists were able to pay off their war debts in worthless money. This set of a chain reaction. Prices and wages rocketed.'

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(c) How far did the Weimar Republic recover and prosper after 1923? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It recovered partly and life did improve.'

Level 2 Identifies actions [2–3]

e.g. 'A new currency was introduced, the Rentenmark.'
'Hyperinflation ended.'
'International acceptance improved.'
'The economy recovered.'
'Political instability remained.'
'The Treaty was not acceptable to many.'
'Some did not approve of the changes in the arts.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'Between 1924 and 1929 Germany received over 25 billion marks in loans. With this German industry was re-built.'
'Stresemann ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending.'
'He negotiated the Dawes Plan which gave a loan of 800 million marks, reduced annual reparations and gave longer to pay.'
'Germany's international position was improved. By the 1925 Locarno Pact Germany's borders were resolved and Germany was admitted to the League of Nations in 1926.'
'The greater freedom of the republic encouraged a cultural revival through artists, writers, architects and musicians.'
'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that the new phase meant Germany was going into moral decline.'
'To a great extent, Germany's recovery after 1923 was an illusion. The economic recovery depended on loans, while some sectors, such as agriculture, were in serious trouble.'
'Political stability was wafer thin. Many did not accept the Treaty and in 1925 Hindenburg was elected President. He was a supporter of the Kaiser. This indicated the true feeling of many.'
'Germany was so dependent on American loans and was still paying reparations and so it suffered acutely. The Weimar constitution with its careful balance of power made firm and decisive action by the government very difficult. This allowed strong opposition from groups such as the Nazis.

Level 5 Explains with evaluation of 'how far' [7–8]

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10 (a) Describe the events of the Night of the Long Knives.

Level 1 General answer [1–2]

e.g. 'Many people were arrested and killed.'

Level 2 Describes events [2–5]

e.g. 'On 30 June 1934 Hitler arrived at a hotel in Bad Wiessee with heavily armed SS.'
'He informed Röhm and other SA leaders they were under arrest.'
'The SA leaders were taken to Munich where they were shot.'
'Over the next four days other leaders were arrested by the SS and shot.'
'Up to 200 were killed including von Schleicher.'

(b) Why was Röhm a threat to Hitler?

Level 1 General answer [1]

e.g. 'Röhm wanted power.'

Level 2 Identifies why [2–4]

e.g. 'Röhm was a threat to Hitler's dictatorship.'
'Hitler did not like Röhm and the SA.'
'Röhm had socialist ideas.'

Level 3 Explains why [4–7]

e.g. 'Röhm wanted to merge the SA with the army and take control. Hitler needed the support of the army to carry out his plans. This was a threat to his control.'
'Röhm wanted a second revolution to put socialist policies into practice. Many industrialists thought this programme looked too much like Communism. Hitler did not want to upset these industrialists.'
'Hitler no longer needed the SA as he had the SS, his own personal bodyguard. He was embarrassed by the continued violence of the SA.'
'Himmler and Goering convinced Hitler that Röhm was a threat to Hitler's power. Really they were jealous of Röhm's power.'

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(c) Which was the more important in controlling the people of Nazi Germany:
propaganda;
the SS and Gestapo?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The Gestapo was more important for control than propaganda.'

Level 2 Identifies impact [2–3]

e.g. 'The message was given continually to make people believe.'
'Spectacular rallies were held.'
'Opposition was removed by the Gestapo.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'Hitler realised the importance of propaganda. He used different methods to put across a limited range of ideas time and time again and ensured other ideas gradually disappeared. Propaganda was organised by Goebbels who got the message across through cheap radios and loudspeakers. Spectacular rallies were held to show the strength of Germany and to encourage patriotism. The Germany people were indoctrinated.'
'Hitler set up a police state in order to remove opposition to the Nazis. The police had powers to do what they wanted. The SS was responsible for carrying out racial policies of the Nazis. One unit was responsible for concentration camps. The Waffen-SS were special regiments which fought alongside the regular army. The Gestapo was the secret police. Their job was to search out opponents. They used informers to uncover any attempts to organise opposition. They could arrest citizens on suspicion and send them to concentration camps without trial or explanation. They sought information from informers.'

Level 5 Explains with evaluation of 'more important' [7–8]

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11 (a) Describe the reforms of Stolypin.

Level 1 General answer [1–2]

e.g. 'He used the 'carrot and stick approach.'

Level 2 Describes reforms [2–5]

e.g. 'To reduce terrorism and revolutionary activity he had thousands of revolutionaries executed, exiled or imprisoned.'
'He introduced Russification where national groups such as the Poles were forced to speak Russian and accept Russian customs.'
'In the countryside he abolished the peasants' annual payment for their freedom.'
'He helped peasants buy land and set up farms. This restored loyalty to the Tsar. It provided more food for the cities.'
'In the cities he introduced health insurance schemes.'

(b) Why was the 1905 revolution unsuccessful?

Level 1 General answer [1]

e.g. 'The Tsar made concessions.'

Level 2 Identifies how [2–4]

e.g. 'He issued the October Manifesto.'
'The middle classes wanted an end to the revolution.'
'He did not allow opposition.'
'He split his opponents.'
'He offered the middle classes what they wanted.'

Level 3 Explains how [4–7]

e.g. 'The October Manifesto gave Russian people basic rights such as freedom of speech and the right to form political parties. The Tsar issued the October Manifesto which promised that elections would be held and a parliament called the Duma established. This was what the middle classes wanted. They had become alarmed by the growing power and influence of the revolutionaries in the soviets and wanted the revolution to come to an end. By splitting his opponents, the Tsar was able to regain control.'
'Many of the Soviet leaders were arrested and exiled to Siberia. This led to serious street fighting in Moscow but these were crushed by the army.'
'The end of the war with Japan released troops who remained loyal to the Tsar. They dealt with disturbances and ruthlessly put down rebellions in the countryside.'
'The opposition was not co-ordinated. There was no one party which led the revolution and co-ordinated the strikes, Soviets and peasant uprisings.'

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(c) 'The March 1917 revolution was successful because of the actions of the army.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'the Tsar lost all his support.'

Level 2 Identifies reasons [2–3]

e.g. 'There was mutiny in the armed forces.'
'The Duma lacked power.'
'The Tsar failed as commander-in-chief.'
'Strikes and food shortages were crippling.'
'The Petrograd Soviet was re-formed.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'The government lost control of its own armed forces. The Petrograd garrison resented the harsh military life. Most were peasants and many refused to fire on the demonstrators in Petrograd. The Petrograd Soviet re-emerged on the 12 March and set up soldiers committees which undermined the officers and military discipline.'
'By March 1917 food shortages led to widespread looting with thousands of workers and strikers participating in violent protests. This, together with discontent in the countryside, resulted in the loss of support for the Tsar.'
'The revolution was successful because the people had lost faith in the Tsar. He had failed to offer leadership during the war whilst at the same time allowing the Tsarina and Rasputin to govern the country which also failed.'
'The Petrograd Soviet aimed to protect the workers and soldiers. It recognised the Provisional Government at first but was determined to exert its authority.'
'With few supporters left the Tsar was easily overthrown when the bread rioters and strikers joined together in Petrograd.'

Level 5 Explains with evaluation of 'how far' [7–8]

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12 (a) What was collectivisation?

Level 1 General answer [1–2]

e.g. 'Improvements to agriculture.'
'One of Stalin's policies.'
'A policy to increase output.'

Level 2 Describes collectivisation [2–5]

e.g. 'A policy to produce more food to feed the workers and to sell abroad to raise money for industry.'
'Peasants had to give up their small plots of land and pool them with others to make a farm large enough to use machinery and modern methods.'
'The state provided a tractor, other tools, fertiliser and seed and in return bought the produce of each farm at a low fixed price. The peasants received a small wage.'

(b) Why did Stalin introduce collectivisation?

Level 1 General answer [1]

e.g. 'To control the countryside.'

Level 2 Identifies why [2–4]

e.g. 'Farming methods were outdated and not producing enough food.'
'To make farming more efficient.'
'Collectivisation fitted in with common ownership.'
'To deal with the kulaks.'

Level 3 Explains why [4–7]

e.g. 'The inefficient farming methods were not producing enough food for the workers in the cities and if the USSR was to industrialise successfully even more workers would have to be fed.'
'Farming had to start using more machinery as the number of farm workers would decline as peasants went to work in the factories.'
'The government wanted a surplus to sell abroad in order to make the money it needed to spend on developing industry.'
'If he controlled the countryside he could fix the price of food and this would help to keep the wages of the industrial workers down.'
'Stalin wanted to control the countryside and the peasants, particularly the richer peasants called the kulaks who he disliked.'

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(c) How successful was Stalin's modernisation of Soviet industry by 1941? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It is impossible to say.'

Level 2 Identifies impact/repetition of source [2–3]

e.g. 'Soviet industry developed spectacularly.'
'The USSR became a great industrial power.'
'Workers were treated badly as they were encouraged to produce more under harsh conditions.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'It is impossible to know exactly how successful the Five-Year Plans were. Any Soviet figures are unreliable. The Soviet Union was certainly reformed but could it have been achieved with less drastic methods.'
'The Plans had spectacular economic results. Although not all the targets were met, every Soviet industry made spectacular advances. By 1940 the USSR was the world's second largest industrial power.'
'Even by 1932 the growth had been astonishing at the time of the Great Depression. Although oil was the only one to reach its target even the least successful had grown nearly 50%.'
'In 1929 Soviet workers lacked many of the skills needed to carry out the Plans. The investment in education and training had, by 1937, created a skilled workforce.'

'A new elite emerged. This included teachers, scientists, engineers, factory managers and skilled who were paid more than the ordinary workers and received extra benefits such as better housing. This higher standard of living went against Communist principles.'
'An endless barrage of propaganda urged the workers to produce more and this together with harsh discipline, poor safety standards and the secret police made life very hard.'
'With the great increases in population in the cities it was impossible to build enough houses with many living in overcrowded run down buildings.'
'Workers were poorly paid. The value of their wages fell by 50% in the five years up to 1933. There was a great shortage of consumer goods including clothes and shoes.'

Level 5 Explains with evaluation of 'how successful' [7–8]

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13 (a) How did the Wall Street Crash affect individuals financially?

Level 1 General answer [1–2]

e.g. 'Many people lost everything.'

Level 2 Describes economic effects [2–5]

e.g. 'Those who had borrowed money to buy their shares went bankrupt as they could not afford to pay back their loan.'
'Some people lost their home as they could not afford to pay their mortgage.'
'Banks went out of business as people who had borrowed money could not afford to pay it back. Those with savings in these banks lost their money.' (2)
'Farmers were evicted as banks tried to get their money back.'

(b) Why was Hoover unsuccessful in dealing with the effects of the Crash?

Level 1 General answer [1]

e.g. 'Because he did not do enough.'

Level 2 Identifies why [2–4]

e.g. 'He thought things were about to improve.'
'His tax cuts did not work.'
'He refused to accept there was a major problem.'
'He ignored the people who were in difficulties.'

Level 3 Explains why [4–7]

e.g. 'He did not accept that the situation was serious and suggested prosperity was just around the corner.'
'Even in the depths of the Depression Hoover did not regard the capitalist system as his responsibility. So a vote for Hoover was a vote for doing nothing.'
'He tried to introduce tax cuts and encourage US exports but had little success.'
'He believed in rugged individualism and showed little sympathy for poor starving Americans living in shanty towns.'

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(c) How far was the Wall Street Crash responsible for the Great Depression? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The causes were all inter-related.'

Level 2 Identifies ways [2–3]

e.g. 'Money was lost through speculation.'
'Banks and businesses failed.'
'Consumer goods were over-produced.'
'The number of jobs reduced.'
'The tariff policy worked against trade.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'During the 1920s the stock market shared in the economic boom. Prices of shares rose sharply and people got used to the idea that share prices would always go up which encouraged speculation. People borrowed money to buy shares, often buying 'on the margin', then re-selling at a profit before having to pay the balance. Banks were happy to lend money but by the end of the 1920s the US economy was starting to decline. In October 1929 share prices dropped drastically with banks and firms going bust. Production fell as there was less money to spend as falling production meant unemployment.'

'Mass-production methods meant goods could be produced quickly and in large amounts. The market soon became saturated as American had all the consumer goods they needed and the demand for these items fell. Factories cut back production which meant reduced workforces and fewer people to buy consumer goods.'
'The USA had put tariffs on imports and foreign governments responded by doing the same. This meant American manufacturers found it difficult to sell their surplus production abroad.'

Level 5 Explains with evaluation of 'how far' [7–8]

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14 (a) Describe the work of the National Recovery Administration.

Level 1 General answer [1–2]

e.g. 'It aimed to improve industrial relations.'

Level 2 Describes work [2–5]

e.g. 'It was used to help employers and workers.'
'It tried to create a partnership between government and industry.'
'This partnership would do away with employment evils such as child labour, long hours and low pay.'
'There would be an employment code giving fair wages and conditions.'
'Firms who took part were favoured when contracts were awarded.'

(b) Why was it important for Roosevelt to deal with the banking crisis in 1933?

Level 1 General answer [1]

e.g. 'To solve the crisis.'

Level 2 Identifies why [2–4]

e.g. 'To get people to invest again.'
'To regain people's confidence in the banks.'
'To remove some banks.'

Level 3 Explains why [4–7]

e.g. 'if the banks stayed closed, the economy would cease to work and very quickly nobody would have money to spend. If the banks opened, they might collapse.'
'He needed to decide which banks were capable of continuing in business and so he forced all banks to close for four days. Those whose finances were completely hopeless were closed permanently, others gained more public confidence.'
'Because of the Crash the public had lost trust. He needed to get people to begin putting their money into banks to help the economy and so he had to ensure that the public felt secure in this.'

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(c) How successful was the New Deal? Explain your answer.

Level 1 Unsupported assertion [1]

e.g. 'It was a success as it helped Americans.'

Level 2 Identifies impact [2–3]

e.g. 'It helped the unemployed.'
'It introduced social welfare.'
'The government became more involved in people's lives.'
'Farmers did not benefit.'
'Black Americans saw little benefit.'
'There was a slump.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'The New Deal significantly reduced unemployment from a very high level by creating millions of jobs.'
'Millions of poor people received food, shelter and clothing and emergency relief stopped people from starving.'
'Construction work on dams and roads helped the future development of industry.'
'Workers' rights improved with the regulation of working conditions (NRAC) and the right to join unions. Successful strikes followed.'
'The lives of those farmers with large farms improved significantly with incomes rising.'
'The New Deal raised the morale and confidence of many and they began to believe in themselves again.'
'Although unemployment was reduced it was not ended. Many argued the various schemes did not provide real jobs. It took the coming of war to remove unemployment.'
'Many employees resented the improved workers' rights and hired thugs to beat up and intimidate union leaders and workers.'
'The New Deal did not go far enough in dealing with poverty. Many were excluded from social security including five million farm workers and domestics. The programme did nothing for the black Americans' civil rights.'
'The limitations were shown in 1937 when the economy went back into recession when Roosevelt cut the spending on the New Deal.'

Level 5 Explains with evaluation of 'how successful' [7–8]

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15 (a) Describe the Sino-Soviet split in the years after 1956.

Level 1 General answer [1–2]

e.g. 'After Khrushchev came to power relations cooled.'

Level 2 Describes effects [2–5]

e.g. 'In February 1956 Khrushchev denounced Stalin. This came as a complete surprise to Mao who was appalled at the public repudiation of a socialist hero.'
'In 1958 Khrushchev asked to set up a long wave radio station in China and suggested a Soviet-Chinese submarine fleet. Mao thought he was being patronised and controlled. He demanded Khrushchev come and explain himself. He did but the visit was not a success.'
'Mao had a cavalier attitude to nuclear war which worried Khrushchev.'
'In 1959, Khrushchev criticised the Great Leap Forward.'
'Khrushchev began to develop more friendly relations with the USA and other capitalist countries in the West.'
'There were armed clashes between Soviet and Chinese troops along the Amur River.
'The USSR stopped all economic aid to China in 1960.'
'In 1964 tension increased when China tested its nuclear bomb.'
'Further border clashes took place in 1969, 1974 and 1978.'

(b) Why did China's relations with the USA change after 1970?

Level 1 General answer [1]

e.g. 'Policies changed.'

Level 2 Identifies why [2–4]

e.g. 'China joined the UNO.'
'The USA changed their foreign policy.'
'Trade developed.'
'China was less friendly with Russia.'

Level 3 Explains why [4–7]

e.g. 'In 1971 a majority of nations voted with the USA for China to join the UN and for the expulsion of Taiwan. This marked the end of China's isolation.'
'The USA under Nixon began to change its foreign policy accepting it was not possible to fight Communism everywhere.'
'In 1972 Nixon visited China and met Mao. As a result increased trade began to develop with the West as the ban on trade was lifted.'
'Within two years trade had increased significantly and was helping to build up Chinese industry.'
'China viewed the USA as a useful ally against Russia particularly after the withdrawal from Vietnam.'

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(c) How different were China's international relations under Deng Xiaoping than under Mao Zedong? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Relations were improved significantly.'

Level 2 Identifies change [2–3]

e.g. 'China steadily increased contacts with the rest of the world.'
'It became easier to visit China.'
'Hong Kong was returned.'
'Relations with the USSR improved.'

Level 3 Explains change OR lack of change [3–5]

Level 4 Explains both sides [5–7]

e.g. 'In 1984 Britain agreed to return the territory to China in 1997 when the lease ran out. China agreed to keep the capitalist system for at least fifty years.'
'In the early 80s Deng Xiao-ping adopted an 'open-door' policy towards the West. Many American and Western companies set up businesses in China and China started to purchase military and industrial equipment from abroad.'
'After his appointment Gorbachev, leader of the USSR, brought hostility between China and the USSR to an end.'
'In 1984 the British government agreed that Hong Kong was Chinese Territory and that it would become part of the PRC when the lease ran out in 1997.'
'The US continued to support Taiwan and this delayed the recognition of Beijing as the government of all China until 1979. In the 1980s a peaceful unification with Taiwan was proposed.'
'In 1979 the Chinese invaded Vietnam as they were rivals for power in south-east Asia. China found the PLA no match for the Soviet–armed Vietnamese.'
'The international community was shocked by the Tiananmen Square massacre in 1989. China faced overwhelming international criticism for its human rights policies. This event was an important factor in the rejection of Beijing as the venue for the Olympic Games in 2000.'

Level 5 Explains with evaluation of 'how different' [7–8]

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16 (a) Describe the role of the Red Guards in the Cultural Revolution.

Level 1 General answer [1–2]

e.g. 'They ran wild.'

Level 2 Describes role [2–5]

e.g. 'The Red Guards campaigned against the 'Four Olds' of ideas, culture, customs and habits.'
'They used wall posters to express criticism.'
'They marched through Beijing in large parades.'
'They attacked anything capitalist and bourgeois in schools and colleges.'
'They used violence against any one with western ideas and luxuries.'
'Thousands were beaten-up, humiliated, tortured, imprisoned and killed.'

(b) Why did the Cultural Revolution plunge China into crisis?

Level 1 General answer [1]

e.g. 'There were revolutionary activities.'

Level 2 Identifies why [2–4]

e.g. 'Mao wanted drastic changes.'
'People were unfairly and harshly treated.'
'Mao had issued his Little Red Book.'

Level 3 Explains why [4–7]

e.g. 'Mao wanted to change the culture of China. He was trying to create perfect communism. This meant the removal of all other ideas that stood in his way including old customs and religious beliefs.'
'This needed the Red Guard and this was formed by students as schools and universities had been closed down. The Red Guard was ordered to rid the Communist Party of all the enemies of Mao's policies. Opponents were humiliated, tortured or executed. Party officials including Liu were removed from office.'
'By 1967 China was on the verge of civil war. Red Guards were fighting with peasants and workers.'
'As they schools and colleges were closed and works of art destroyed education suffered severely.'
'Factory workers were given power with importance placed on teamwork. Technicians were dismissed and production fell.'

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(c) How far did the death of Mao Zedong lead to improvements in the lives of Chinese people? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Many things changed.'

Level 2 Identifies ways [2–3]

e.g. 'There was less state control in industry and agriculture.'
'The cost of living remained high.'
'Foreign visitors and investment were encouraged.'
'Education was seen as important.'
'Birth control policies were introduced.'
'There was little movement towards democracy.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'Deng saw that China needed to increase production and modernise industry to support its huge population. New incentives were introduced including profit-sharing. Peasants were allowed to grow more cash crops and sell their surplus at market value. Under Mao the communes of the Great Leap Forward had been unsuccessful with strict rationing to prevent a famine.'
'People were free to own their own businesses, record numbers of consumer goods were produced, foreigners were encouraged to visit China and external investment, even from the USA, was encouraged. Under the GLF industry was inefficient and China lost USSR expertise after Mao fell out with the Soviets. During Mao's Five Year Plan, industry had been nationalised.'
'Deng reversed the educational reforms of the Cultural Revolution introducing tougher examinations and making academic success essential.'
'Deng was determined to reduce the rate of population growth and introduced the 'one-child' policy and birth control. During the Cultural Revolution the birth rate was rising.'
'China did not move closer to democracy and tight control was exercised. In 1986 unrest spread to students in universities. Deng was determined to crush all opposition resulting in the Tiananmen Square massacre.'
'Despite increased trade the cost of living remained high and wages low. Unemployment in 1983 was 12% and with modernisation came Western-style problems of increasing crime and football hooliganism.'

Level 5 Explains with evaluation of 'how far' [7–8]

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17 (a) Describe how mine owners treated black workers under the migrant labour system.

Level 1 General answer [1–2]

e.g. 'They were harshly treated.'

Level 2 Describes how [2–5]

e.g. 'They were employed under short-term contracts.'
'Wages were low but housing and food were provided.'
'Underground working conditions were tough and dangerous.'
'They were housed in squalid compound blocks.'
'They had to carry a passbook.'

(b) Why did governments operate a policy of segregation in the inter-war period?

Level 1 General answer [1]

e.g. 'To limit influence.'

Level 2 Identifies why [2–4]

e.g. 'To keep black people inferior.'
'To control black people.'
'To control the workforce.'
'To adopt white supremacy.'
'To preserve heritage.'

Level 3 Explains why [4–7]

e.g. 'It kept blacks in an inferior position and enabled employers to pay low wages. In doing this the black people's control over land was reduced thus making it available to white farmers.'
'Because of the industrial unrest in South Africa employers and political leaders feared what would happened if all the workers joined together to oppose them. They tried to control the workforce by creating divisions between white and black.'
'Many people believed that the white race was superior to all others. These white supremacist views were readily adopted by the new Union of South Africa.'
'Some people thought the native African should be encouraged to live in 'natural conditions' away from the corrupting effects of towns and industry.'
'Segregation and the creation of native reserves would preserve tribal unity and purity and that it was important to keep African people separate in order to protect culture.'

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(c) How successful was the South African economy in the inter-war period? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The economy fluctuated.'

Level 2 Identifies impact [2–3]

e.g. 'There were hard times for the farmers in the 1920s.'
'The world depression hit in the early 30s.'
'The economy grew again after 1934.'

Level 3 Explains progress OR regression [3–5]

Level 4 Explains progress AND regression [5–7]

e.g. 'The economy did well immediately after the First World War. A rising gold price helped both the gold mines and local industry to prosper.'
'From 1934, the economy began to grow again fast, a period of growth which lasted for forty years. This was fuelled by another international rise in the price of gold, which helped manufacturing industry. The additional income was used to help white farmers.'
'Hard times came in the 1920s when Afrikaner farmers were hit by drought and disease. Many left the land to look for work in the cities. A response to the 'poor whites' was the creating of jobs mainly on the railways, at the expense of the blacks.'
'In the early 30s the depression hit leading to a political crisis. Trade slumped with the world economic crisis.'

Level 5 Explains with evaluation of 'how successful' [7–8]

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18 (a) What was apartheid?

Level 1 General answer [1–2]

e.g. 'Apartheid means separateness.'
'A political system.'

Level 2 Describes aims [2–5]

e.g. 'A political system operated in South Africa from 1948 to the early 1990s.'
'It separated the different peoples living there, giving particular privileges to those of European origin.'
'It meant different races lived apart and developed their lives separately.'
'The policy under which the National Government was elected in 1948.'
'It was the policy of the Nationalists.'

(b) Why did many whites feel threatened by the changes which took place during the Second World War?

Level 1 General answer [1]

e.g. 'Important changes affected many.'

Level 2 Identifies why [2–4]

e.g. 'Segregation was relaxed.'
'Many black people took jobs.'
'The United party was split.'
'White people returning from war found it difficult to find work.'

Level 3 Explains why [4–7]

e.g. 'During the war years, South Africa was cut off from its usual suppliers of manufactured goods and as a result the economy expanded and new industries established with South Africa. These new industries needed workers and so black workers were in demand. They needed to live in the cities near the new industry and so the pass-law enforcement was relaxed.'
'Black workers were paid very little and lived in squatter camps. The number of strikes increased and many white people were alarmed and more eager to support the Purified National Party.'
'The decision to join the allies had split the United Party. Hertzog, the Prime Minister and who had fought against the British as a Boer General, would not agree to fight on the side of the British. He was outvoted and resigned from politics. He was replaced as PM by Smuts.'

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(c) How successful were the ANC and other opposition groups between 1948 and 1976? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was very difficult to be successful because of the harsh laws.'

Level 2 Identifies impact [2–3]

e.g. 'The Defence Campaign increased ANC membership.'
'The Treason Trials removed the leadership for five years.'
'Support for women grew.'

Level 3 Explains success OR lack of success [3–5]

Level 4 Explains success AND lack of success [5–7]

e.g. 'Celebrations of the tercentenary of the arrival of the first governor of the Cape was an opportunity for the ANC to show the whole world how wrong apartheid was and how black patience was running out. This was the Defence Campaign. Many protests took place over the summer including a stay-at-home day. Many were arrested and both blacks and whites killed in October. The government introduced new laws to deal with the problem. By the end of 1952 the campaign had run out of steam but the ANC's membership had risen from 7,000 to 100,000. They realised they needed a statement of aims and the freedom Charter was issued in June 1955.'
'Demonstrations took place over the introduction of passes for women. Support increased and in August 1956, 20,000 women of all races took a petition to the Prime Minister.'
'A number of bus boycotts took place between 1957 and 1959 against increased fares, the rising cost of living and the fact that working men and women had little control over their lives.'
'The government took counter action to the events of 1955 and in 1956 arrested and charged with high treason 156 people including ANC leaders and of the Indian community. They were accused of being communist and plotting violent revolution. Eventually they were released but had been out of action for five years.'
'Opposition to the Bantu Education Act was immediate. Teachers who objected were dismissed. Thousands of children boycotted school but were forced back or they would not receive further education. This was the beginning of a long and bitter battle over education.'

Level 5 Explains with evaluation of 'how successful' [7–8]

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19 (a) Describe the events of 1884–85 in Namibia at the start of colonial occupation.

Level 1 General answer [1–2]

e.g. 'The Germans wanted to protect Namibia.'

Level 2 Describes events [2–5]

e.g. 'The German flag was raised in Namibia in 1884.'
'The Germans tried to make protection treaties with Namibian leaders.'
'Büttner was given the job of arranging the treaties.'
'In 1885 the Germans made a Treaty with Chief Maharero.'

(b) Why were the 'protection treaties' of 1885 important?

Level 1 General answer [1]

e.g. 'To change Namibian rule.'

Level 2 Identifies why [2–4]

e.g. 'To strengthen Germany's claim to Namibia.'
'To split the tribes.'
'To satisfy German claims.'

Level 3 Explains why [4–7]

e.g. 'It was an opportunity for the Germans to put protection into practice. These treaties were to make the German claim to Namibia legal according to international law of the imperialist states.'
'The treaties were to be with different leaders. In this way they could divide the Namibian communities and prevent a united Namibian opposition. If they were divided the Germans would find it easier to control the people and the country.'
'The chiefs promised to protect the life and property of the Germans and to allow them to trade.'

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(c) 'The main reason for the Namibian War of National Resistance (1904–08) was brutal colonial oppression.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes, brutal colonial oppression was responsible.'

Level 2 Identifies other reasons [2–3]

e.g. 'Land Robbery.'
'The building of the railway.'
'Robbery of Cattle.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'German rule was oppressive and cruel. The colonial authorities crushed any attempts at opposition or resistance by Namibians but did not stop the violation of Namibian communities. Murders, rapes and beatings were not uncommon. The actions of the traders were particularly inhumane.
'Large areas of land had been taken away from the Namibian communities in the centre and the south and given to the increasing numbers of German settlers. In 1898 a German Decree ordered the setting up of reserves for Namibians. The Namibians were being treated like foreigners in their own country. In 1903 the construction of the railway to Otavi began and went right through the heartland of the Hereros. No notice was taken of the Namibian settlements. People had to move without compensation. Not only did they take a 20-kilometre strip of land on either side of the railway but they wanted complete control over the water in the area.'
'Cattle were a necessity of life for many Namibians. Without their land and cattle they could hardly survive. If they resisted the colonial authorities their cattle were taken by force. Traders also took cattle. The traders were aided by the German police. Cattle were often taken to pay a debt for goods bought from traders.

Level 5 Explains with evaluation of 'main reason' [7–8]

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20 (a) Describe the creation of the state of Israel (1948–49).

Level 1 General answer [1–2]

e.g. 'It was hostile.'

Level 2 Describes creation [2–5]

e.g. 'The UN partition plan of 1947 was put into place in May.'
'Early in 1948 the Arab Liberation Army was formed to fight partition.'
'In April full-scale civil war began.'
'Upon partition the Jews named their state Israel.'
'On 14 May the British withdrew.'
'The new state of Israel was invaded by the Arabs of Palestine.'
'The UN ordered a ceasefire in June.'
'By January 1949 Israel had driven out the Arab armies and even occupied land the UN had granted to the Arabs.'

(b) Why were the results of the War of 1956 important for both Jews and Arabs?

Level 1 General answer [1]

e.g. 'Because both sides gained something.'

Level 2 Identifies why [2–4]

e.g. 'For Israel it was a victory.'
'The Israeli army proved it was formidable.'
'Israel gained protection.'
'Israel was supported by the USA.'
'Nasser's reputation increased.'
'Nasser retained control of the Canal.'
'The Egyptians were supported by the Soviet Union.'

Level 3 Explains why [4–7]

e.g. 'The Israeli army had destroyed the bases of the Fedayeen thus giving them security against their attacks.'
'The success of the Israeli armed forces proved how formidable they were. For several years after no Arab countries were prepared to go to war against Israel.'
'Israel had occupied all Sinai and reopened the Gulf of Aqaba to Israeli ships.'
'The securing of Gaza and Sharm el-Sheikh gave Israel protection against future attacks as the UN provided protection.'
'President Nasser survived the French/British attack and increased his reputation as leader of the Arab world as he kept control of the Suez Canal.'
'The Soviet Union had supported Nasser and Soviet influence increased in the Arab world. The Russians helped build the Aswan Dam and started to re-arm Egypt's armed forces. This gave vital aid to Egypt who became an ally of Russia.'

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(c) 'The actions of Nasser caused the war of 1967.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The actions of Nasser were only partly to blame for the war.'

Level 2 Identifies reasons [2–3]

e.g. 'Nasser wanted to remain leader of the Arab world.'
'Nasser took control of the Gulf of Aqaba.'
'Nasser tried to get Palestinian refugees back to Israel.'
'Increasing threats came from Syria.'
'Palestinian states united.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'In 1966 the Syrians accused the Egyptian government of not supporting them saying Nasser was hiding behind the protection of UN troops. Whilst he wanted to remain peaceful he also wanted to remain leader of the Arab world and so in November 1966 he signed a defence agreement with Syria.'
'The PLO and other Palestinian leaders challenged Nasser to take control of the Gulf of Aqaba again. On 22 May he did this with the Israelis regarding it as an act of aggression.'
'On 29 May Nasser in a speech to his Parliament demanded that the Palestinian refugees be allowed to return to Israel and that Israel should return land taken in 1948–49.'
'In Syria the military overthrew the government and Baath Party extremists took control of both the army and the government. Syria was now violently anti-Israel. Attacks by Fatah guerrillas increased and large numbers of troops were stationed in the Golan Heights on Israel's border. The Syrian press and radio mounted a propaganda campaign of hate.'
'Tension rose in the spring over farm land on the border and Syrian troops opened fire. Israel responded with its air force shooting down six Syrian fighter planes.'
'The USSR became involved over information about Israeli troop movements and motives that were incorrect. This action resulted in Saudi Arabia and Jordan promising to help defend Syria.'
UN troops were withdrawn following Egypt's request and Israeli refusal to have them in their country.'
'On 30 May King Hussein signed a defence treaty with Egypt and war broke out a week later.'

Level 5 Explains with evaluation of 'how far' [7–8]

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21 (a) What was 'Al-Fatah'?

Level 1 General answer [1–2]

e.g. 'A fighting movement.'

Level 2 Describes Al-Fatah [2–5]

e.g. 'The largest fighting group of the PLO set up by Arafat.'
'The Palestine National Liberation Movement.'
'An effective and dangerous guerrilla movement probing deep into Israel, exploding bombs in Tel Aviv, blowing up railways and killing civilians.'

(b) Why was the Palestine Liberation Organisation (PLO) formed?

Level 1 General answer [1]

e.g. 'To help Palestinians.'

Level 2 Identifies why [2–4]

e.g. 'To destroy Israel.'
'To unite different factions.'
'To give Palestinians a voice.'

Level 3 Explains why [4–7]

e.g. 'The move towards Arab unity had ground to a halt as Arab states disagreed with each other. Palestinian Arabs were bitterly disappointed by this failure and formed secret resistance groups. In 1964 the Arab League brought these single groups together as the PLO.'
'It was set up by leaders of the Arab states to win back land the Palestinians had lost in 1948–49.'
'By 1969 the leaders of Fatah had become dominant in the PLO and changed the nature of the organisation. It became an independent voice for Palestinians.'

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(c) How effective was the PLO in promoting the Palestinian cause in the years between 1964 and 1990? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was effective in the eyes of some, but many condemned the violence.'

Level 2 Identifies success and/or lack of impact [2–3]

e.g. 'It provided a voice for Palestinians.'
'It gained massive publicity with its tactics.'
'There were many splinter groups.'
'They had to change their approach.'

Level 3 Explains effectiveness OR lack of impact [3–5]

Level 4 Explains effectiveness AND lack of impact [5–7]

e.g. 'The success of Fatah at Karama in 1968 encouraged more recruits to the PLO and the PLO became an independent voice for the Palestinians.'
'Around 1970 they began killing civilians to attract more attention. In that year they also gained massive publicity with the hijacking and destruction of three airliners in Jordan.'
'In 1972 massive publicity was gained for the death of 11 Israeli athletes at the Olympic Games and in 1976 for the hijacking of a French plane which was taken to Entebbe.'
'In 1974 the PLO became the sole legitimate representative of the Palestinian people with Arafat being invited to speak at the UN.'
'In 1987 the images of stone-throwing Palestinians confronting heavily armed Israeli soldiers became familiar during the Intifada and gained much sympathy for the Palestinians' cause world-wide.'
'In 1988 Arafat finally publicly accepted the existence of Israel and the principle of UN Resolution 242. The Americans invited the PLO to talks. Many welcomed this change of policy.'
'Arafat hoped that after the Six Day War the PLO would fight a successful guerrilla war against Israel. The Israeli forces were to strong and there were too many PLO splinter groups with different aims.'
'Many people condemned the PLO for its attacks on civilians despite many understanding the thinking behind the approach.'
'The PLO was based in Jordan but there was hostility between them and King Hussein. A period of fighting followed (Black September) and Palestinian guerrillas were forced to leave Jordan and move to Lebanon and then to Tunisia.'
'Although by 1982 the PLO had been accepted by much of the world as the voice of the Palestinian community, the use of force had brought little success in the struggle with Israel.'

Level 5 Explains with evaluation of 'how effective' [7–8]

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22 (a) Describe housing conditions in towns in Britain in the first half of the nineteenth century.

Level 1 General answer [1–2]

e.g. 'Houses were unhealthy and poor quality.'

Level 2 Describes conditions [2–5]

e.g. 'Inadequate drainage/sewerage systems.'
'Most houses did not have running water.'
'Privies were shared.'
'Houses were damp and overcrowded.'
'High level of pollution.'
'Many houses were back-to-back.'

(b) Why did towns grow rapidly in the nineteenth century?

Level 1 General answer [1]

e.g. 'Because of the industrial revolution.'

Level 2 Identifies why [2–4]

e.g. 'Population grew dramatically.'
'Towns grew up near to the factories.'
'People needed to be near their work.'

Level 3 Explains why [4–7]

e.g. 'People were seeking employment in the factories and needed a place to live.'
'The population was growing quickly and people needed somewhere to live.'
'Some towns grew because of the coming of the railways such as Crewe and Swindon.'
'Industries were growing quickly and needed a workforce housed nearby.'

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(c) How successful were attempts to improve public health and housing between 1848 and 1900? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Not very as poor conditions still existed.'

Level 2 Identifies attempts [2–3]

e.g. 'Joseph Chamberlain improved Birmingham.'
'Lever and Cadbury built model towns for their workers.'
'The acts to improve housing failed to work as there was little money.'
'The 1875 Act was compulsory.'

Level 3 Explains success OR lack of success [3–5]

Level 4 Explains success AND lack of success [5–7]

e.g. 'Chamberlain was mayor of Birmingham and he used powers under the Artisans Dwellings Act to clear away slums and build better houses. Sir Titus Salt built Saltaire with housing of a high standard, library and park whilst Lever and Cadbury built housing for their workers with tree lined streets and open spaces.'
The Public Health Act of 1875 was a major step forward as it was compulsory. Sewers and drains were built, water supply controlled and refuse collected.
'The Government began to take action on housing. The Torrens Act of 1868 said that landlords had to keep their property in good repair and the Artisans Dwellings Act of 1875 gave local authorities power to remove slums. The Housing of the Working Classes Act of 1890 said that local authorities could demolish slums and build council houses.
'Improvements were often linked to epidemics rather than a necessity and particularly in relation to water supply where little improvement took place until the end of the century.'
'Chamberlain's work did improve Birmingham but not enough houses were built to house everyone who had lost their home and those that were built were too expensive for the working classes.'
'The work of other improvers only affected small areas and had little influence on the larger towns at first.'
'The Public Health Act of 1848 made little difference because the Boards did not have the powers to force towns to improve conditions.'
Progress was slow, money was not made available and when slums were pulled down houses were not built to replace them. Back-to-back housing continued to be built until 1909.'

Level 5 Explains with evaluation of 'how successful' [7–8]

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23 (a) What were the aims of the Grand National Consolidated Trades Union (GNCTU)?

Level 1 General answer [1–2]

e.g. 'To help the working classes.'

Level 2 Identifies aims [2–5]

e.g. 'To protect workers by stopping pay cuts and reducing hours.'
'To stop work for a month so that industry would be ruined, the capitalist system destroyed and the government would collapse.'
'To give the working classes more say in production.'
'To form one large union which would give strength to the workers.'

(b) Why did the GNCTU fail?

Level 1 General answer [1]

e.g. 'Because it tried to do too much too soon.'

Level 2 Identifies reasons [2–4]

e.g. 'The funds were limited.'
'It was too big.'
'Because policy was unclear.'
'Leadership was poor.'
'Because of the Tolpuddle Martyrs.'
'Communication was poor.'
'Members were poor.'
'Because of the "document".'

Level 3 Explains reasons [4–7]

e.g. 'Members of the more well-established craft unions did not join. Its members were mainly manual workers who had little money to pay the subscription and this left the GNCTU short of funds.'
'Its leaders could not agree on policy because it represented so many groups and views. It was badly co-ordinated and found it difficult to communicate with members because of poor communication systems.'
'More energy was being put into factory reform, Chartism and the ACLL.'
'Many feared authority and the impact of the sentence on the Tolpuddle Martyrs reduced its popularity.'
'Many workers were forced to sign the "document" promising that they would not support the GNCTU. If they refused they lost their job or faced lock-outs.'

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(c) How successful were trade unions between 1850 and 1900? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Some were successful as conditions improved.'

Level 2 Identifies successes/failures [2–3]

e.g. 'Successes included the match-girls and the dockers.'
'The NALU failed.'
'The ASE established respectability.'

Level 3 Explains successes OR failures [3–5]

Level 4 Explains successes AND failures [5–7]

e.g. 'In 1851 the ASE was set up and was followed by other unions for the skilled worker. Because of their moderation these unions helped to make trade unions acceptable.'
'In 1868 a congress in Manchester established the TUC further establishing the acceptability of organisations related to trade unions.'
'The match-girls of Bryant and May went on strike because of low wages and dangerous working conditions. Annie Besant used a newspaper article to highlight the working conditions. This got public opinion on the side of the match-girls and their strike was successful in improving conditions.'
'The London dockers were paid low wages and not always guaranteed work. A claim for 6d an hour was rejected and a five week strike followed (1889). The strikers picketed the docks so that non-union members could not work. This brought the docks to a standstill with food rotting on the ships. Funds were raised on marches through London and an unexpected donation of £30,000 from Australia. After five weeks the dock owners listened to Cardinal Manning and the mediating committee and the dockers won.'
'The London gas workers threat to strike and this was enough to reduce the working day from 12 to 8 hours without loss of pay.'
'These strikes brought the formation of a number of large unions based on a whole industry including the railway workers and the miners. Total membership of the trade union movement doubled.'
'The National Agricultural Labourers' Union was founded in 1872 and quickly had 100,000 members. The landowners were against unions and organised a lock-out in 1874. Many went on strike against the lock-out but because of hardship gave up the struggle. The main problem was that many labourers lived in tied cottages and could be thrown out of their home. The NSLU collapsed.'
'Despite the work of the unions, the employers often held the upper hand because workers were frightened of losing their jobs. In the 1890s the economic situation became worse and the gas, dockers and the revived NALU folded.'

Level 5 Explanation and evaluation of 'how successful' [7–8]

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24 (a) Describe China's relationship with Britain before 1842.

Level 1 General answer [1–2]

e.g. 'There was trade between the two.'

Level 2 Describes relationship [2–5]

e.g. 'When British diplomats tried to open an embassy in Beijing in 1793 the Chinese Emperor told them that they had all the things that they needed.'
'Britain wanted to trade goods with China in return for silk and tea.'
'Britain began exporting opium illegally to China in the late 1790s from India.'
'In 1839 China made a determined effort to stop the opium trade giving the British an excuse to send warships to China.'
'The Opium War ended in defeat for China and they were forced to sign the treaty of Nanjing. This Treaty opened up China and ceded Hong Kong to Britain.'

(b) Why did the Chinese Self-Strengthening Movement fail?

Level 1 General answer [1]

e.g. 'It was not effective.'

Level 2 Identifies why [2–4]

e.g. 'Production failed to increase.'
'Little thought was given to application of new ideas.'
'China was defeated.'

Level 3 Explains why [4–7]

e.g. 'Because little progress was made in producing essentials to bring about self-strengthening compared to Japan.'
'The Chinese authorities made the mistake of trying to use Western ideas and technical developments, without changing the way in which society was organised in China.'
'New weapons were purchased but insufficient thought was given by Chinese officials to the questions of how they would be used, or how to train troops effectively.'
'The Movement finally ended when China was defeated by tiny Japan over Korea in 1894–95 with China having to make substantial concessions.'

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(c) 'By the end of the nineteenth century Japan and the USA posed a greater threat to China than European countries did.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They all posed a threat.'

Level 2 Identifies ways [2–3]

e.g. 'Japan defeated China.'
'Western powers wanted their share.'
'China used European industry.'
'European powers gained concessions.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'China was defeated by Japan and had to sign the Treaty of Shimonoseki. Both China and Japan had turned to the West for aid yet Japan was now a world power and China lay at the mercy of the foreign powers who were scrambling for pieces of her territory and demanding commercial privileges and exclusive spheres of interest.'
'The Great Powers were worried, since China's defeat at the hands of the Japanese upset the balance of power in the Far East. The powers were afraid the Chinese Empire might disintegrate. If it was to be partitioned, like Africa, then they wanted their share.'
'As part of the Self-Strengthening Movement China built up strength with Western armaments, steamships, guns and military training. A powerful navy was based on warships built in Germany.'
'Concessions were granted. France gained mining and railway privileges in three provinces. Russia marked out Manchuria as her special area whilst Britain took over the Weihaiwei naval base and gained a 99 year lease on the New Territories.

Level 5 Explains with evaluation of 'how far' [7–8]

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25 (a) Describe the role of the East India Company in India.

Level 1 General answer [1–2]

e.g. 'It traded.'

Level 2 Describes role [2–5]

e.g. 'It was a private trading organisation which began trading with the East Indies in 1600. It set up trading stations at places such as Calcutta, Bombay and Madras.'
'It expanded by using bribes to exploit the greed of the rajah rulers.'
'It formed its own army to protect friendly governments.'
'It pioneered the principal of direct rule interfering in the ruling of the territories when it felt necessary.'

(b) Why did the Indian Mutiny break out in 1857?

Level 1 General answer [1]

e.g. 'It took place because of unrest.'

Level 2 Identifies why [2–4]

e.g. 'The British were trying to bring reform.'
'The views of the Indians were ignored.'
'Religion was an issue.'

Level 3 Explains why [4–7]

e.g. 'The British were trying to bring reform and opposition to the British presence had been growing for some time.'
'There was opposition and unrest brought about by the reforms Lord Dalhousie was trying to introduce. They were being introduced too quickly.'
'The reforms were not only being introduced too quickly, they ignored many Eastern customs and religious practices.'
'The Mutiny broke out among the "sepoys" in the Bengal army of the East India Company who believed they were issued with bullets greased with cow or pig fat. This offended Hindu and Muslim religions.'
'They feared that they would be forcibly converted to Christianity.'

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(c) 'The presence of the British made little difference to the people of India in the fifty years before 1900.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Things must have improved as there were no more mutinies.'

Level 2 Identifies reasons [2–3]

e.g. 'British culture was a strong influence.'
'Attempts were made to change the culture.'
'Communications improved.'
'New technology was introduced.'
'British control was strengthened.'

Level 3 Explains agreement OR disagreement [3–5]

Level 4 Explains agreement AND disagreement [5–7]

e.g. 'Many British failed to adopt the culture and lifestyle of India preferring to bring Britain to India with balls and tea parties.'
'There remained enormous poverty and frequent famines (1887) when 5 million died.'
'Most government posts remained with Europeans and Queen Victoria took the title Empress of India in 1877.'
'Good roads and railways were built across India to improve communication.'
'Western technology introduced dams and irrigation schemes and factories.'
'Hospital, schools, clinics and universities were opened based on British ideas.'

Level 5 Explains with evaluation of 'how far' [7–8]

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